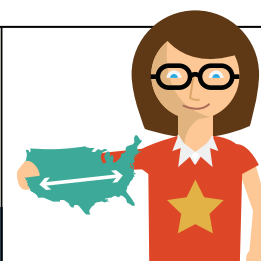


REDESIGNING SCHOOLS

TO REACH EVERY STUDENT WITH EXCELLENT TEACHERS

TEACHER, LEADER, AND PARAPROFESSIONAL CAREER PATHS



INTRODUCTION

This document provides an overview of multiple career paths that schools can use to expand opportunities for their teachers. These career paths match Public Impact's school models that use job redesign and technology to extend the reach of excellent teachers to more students, for more pay, within budget. Most of these school models create new roles and collaborative teams enabling all teachers and staff to develop and contribute to excellence.

We call this an "Opportunity Culture." In an Opportunity Culture, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach. When teachers reach more students, per-pupil funds are freed to cover higher pay and other priorities. For more information, see OpportunityCulture.org, which provides **school model summaries, detailed models and tools**, and a summary of the teacher **career paths** presented here. Visit often for updated materials. Here we introduce many new roles:

- * **Reach-extended roles**, in which excellent teachers take responsibility for more students, or contribute intellectual and performance abilities to produce digitized instruction or instructional tools that other teachers or students may use, and
- * **Support roles**, in which other teachers, working with reach-extending teachers, contribute to excellence and develop their teaching prowess.

These new roles enable teachers to pursue a variety of career paths (pp. 4–6). Teachers may move among paths during their careers, and some roles may be combined. The paths show multiple levels for each role. Pay for a given level will vary across paths.

In addition, the leadership path gives teachers experiences that equip them to lead schools, groups of schools, or districts (p. 8).

Schools using these models also may continue to offer **traditional teacher roles**, for example to new teachers and to those not working in reach-extended classrooms. Some of these teachers may progress to master levels or become mentors, with pay contingent on special funding. Those roles appear on the overview chart (p. 3).

School models for extended reach open up additional opportunities for paraprofessionals, who can play important support roles that make reach extension possible (p. 6).

Finally, we also provide short written descriptions of all teacher career paths (p. 7), and notes about the roles and paths (p. 8).

CONTENTS

School Model Snapshots 2

Teachers:

- Overview of teaching roles 3
- Career paths for:
 - In-person teachers (working in schools) 4
 - Remotely located teachers 5
 - Boundless teacher-reach roles 6

Leadership: Complete career path 6

Paraprofessionals: Roles supporting reach extension 6

Teacher Career Paths: Summary descriptions 7



School Model Snapshots



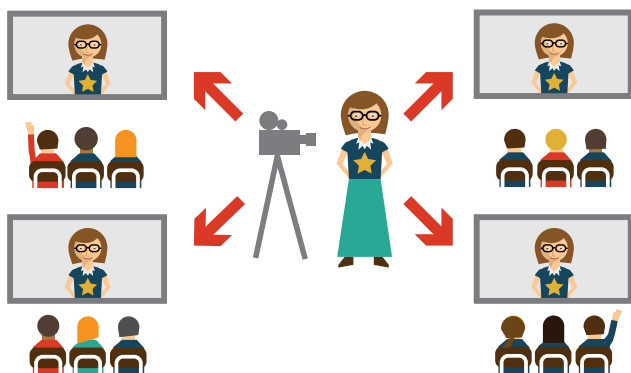
CLASS-SIZE INCREASES

Excellent teachers teach larger classes, by choice and within limits, in some cases shifting students from other teachers' classrooms.



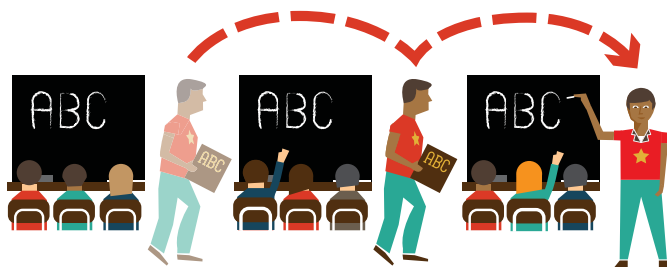
MULTI-CLASSROOM LEADERSHIP

Teachers with leadership skills both teach and lead teams or "pods" of other teachers in order to share strategies and best practices for classroom success. Responsible for achieving high growth for all classrooms in the pod, the teacher-leader determines how students spend time and tailors teachers' roles according to their strengths.



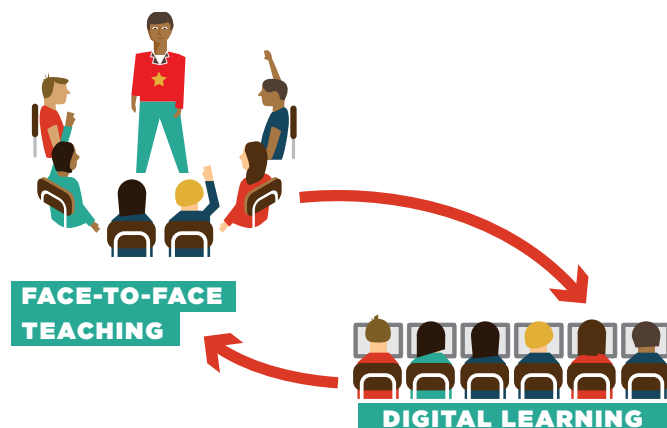
REMOTE TEACHING

Schools without enough excellent teachers can enlist accountable remote teachers down the street or across the nation. Remote teachers use technology to provide live, but not in-person, instruction, while on-site teammates manage administrative duties and develop the whole child.



ELEMENTARY SPECIALIZATION

A school's best teachers teach one of two core subject pairs: math/science or language arts/social studies, while teammates take care of students the rest of the time and cover administrative work. This allows specialized teachers to instruct multiple classrooms of students and gain more time for planning and collaboration.



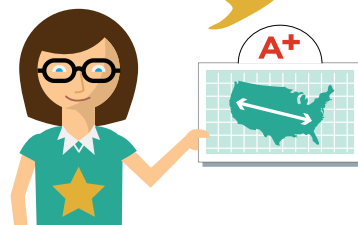
TIME-TECHNOLOGY SWAPS

Students spend part of the day engaged in self-paced digital learning. Digital instruction replaces enough of top teachers' time that they can teach more students, using face-to-face teaching time for higher-order learning and personalized follow-up. Teachers can use part of their freed time for planning and collaboration.

Teacher Career Paths: Extended Reach, Support, and Traditional Roles

In-Person Teachers (In Schools)						Remotely Located Teachers						Boundless			Traditional	
Large-Class Teacher	Blended-Learning Teacher	Specialized Teacher (Elementary)	Teacher-Leader	Team Teacher	Professional Tutor	Remote Large-Class Teacher	Remote Blended-Learning Teacher	Remote Specialized Teacher (Elementary)	Remote Teacher-Leader	Remote Team Teacher	Remote Professional Tutor	Video-Teacher	Digital Designer	Design Specialist—Curriculum, Assessment, Diagnostics	Classroom Teacher/Master Teacher	Mentor
Reach-Extended			Support			Reach-Extended			Support			Reach-Extended			Traditional	

In an **Opportunity Culture**, all teachers have career opportunities dependent upon their excellence, leadership, and student impact. Advancement allows more pay and greater reach.



Teacher Career Paths: **In-Person** Teachers (In Schools)*

	Reach-Extended Teacher Roles				Supporting Teacher Roles	
	Large-Class Teacher	Blended-Learning Teacher	Specialized Teacher (Elementary)	Teacher-Leader	Team Teacher	Professional Tutor
How is Reach Extended?	<i>Increasing or shifting class sizes, within limits and by choice</i>	<i>Swapping portion of teaching time with digital instruction to teach more students</i>	<i>Teaching best subject to more classes, while reducing other duties</i>	<i>Leading multiple classrooms with a team of teachers for whom leader is responsible</i>	<i>Supporting multi-class teacher-leader; addressing subject or teaching role(s) delegated by leader</i>	<i>Supporting teacher(s) with assigned targeted instruction</i>
6	—	BLT6: Student Load Over 200% of Average	ST6: Student Load Up to 400% of Average	MTL6: 6 classes' worth of students		
5	CT5: Over 40 Students	BLT5: Student Load Up to 200% of Average	ST5: Student Load Up to 300% of Average	MCTL5: 5 classes' worth of students		
4	CT4: 36–40 Students	BLT4: Student Load Up to 175% of Average	ST4: Student Load Up to 250% of Average	MCTL4: 4 classes' worth of students		
3	CT3: 31–35 Students	BLT3: Student Load Up to 150% of Average	ST3: Student Load Up to 200% of Average	MCTL3: 3 classes' worth of students		
2	Classroom Teacher (CT) 2: 26–30 Students	Blended-Learning Teacher (BLT) 2: Student Load Up to 133% of Average	Specialized Teacher (ST) 2: Student Load Up to 150% of Average	Multi-Classroom Teacher-Leader (MCTL) 2: 2 classes' worth of students	Team Teacher 2: Plays advanced roles (e.g., data assessment and planning) that support additional leader reach	Master Tutor: Supports additional teacher reach by a) taking on data assessment/planning or b) teaching specialized or advanced content
1	Classroom Teacher 1, Team Teacher 1, or Professional Tutor (These are non-reach extended roles. Reach-extended roles begin at Level 2.)				Team Teacher 1: Plays assigned instructional role; collaborates with team	Tutor: Delivers assigned small-group and individual instruction
Role	Large-Class Teacher	Blended-Learning Teacher	Specialized Teacher (Elementary)	Teacher-Leader	Team Teacher	Professional Tutor
Model	Class-Size Change	Time-Technology Swap	Specialization	Multi-Class Leadership		All Models

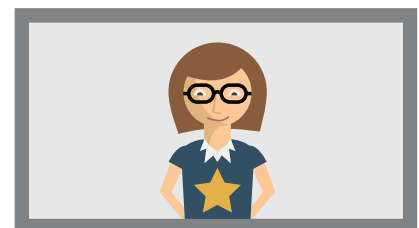
*See page 8 for explanatory notes about these paths.



Teacher Career Paths: **Remotely Located Teachers***

	Reach-Extended Teacher Roles				Supporting Teacher Roles	
	Remote Large-Class Teacher	Remote Blended-Learning Teacher	Remote Specialized Teacher (Elementary)	Remote Teacher-Leader	Remote Team Teacher	Remote Professional Tutor
How is Reach Extended?	<i>Increasing or shifting class sizes, within limits and by choice</i>	<i>Swapping portion of teaching time with digital instruction to teach more students</i>	<i>Teaching best subject to more students, while reducing other duties</i>	<i>Leading multiple classrooms' worth of students with a teaching team for whom leader is responsible</i>	<i>Supporting multi-class teacher-leader; addressing subjects or teaching role(s) delegated by leader. Works remotely</i>	<i>Supporting teacher(s) with assigned targeted instruction</i>
6	—	RBLT6: Student Load Over 200% of Average	RST6: Student Load Up to 400% of Average	RMCTL6: 6 classes' worth of students		
5	RT5: Over 40 Students	RBLT5: Student Load Up to 200% of Average	RST5: Student Load Up to 300% of Average	RMCTL5: 5 classes' worth of students		
4	RT4: 36–40 Students	RBLT4: Student Load Up to 175% of Average	RST4: Student Load Up to 250% of Average	RMCTL4: 4 classes' worth of students		
3	RT3: 31–35 Students	RBLT3: Student Load Up to 150% of Average	RST3: Student Load Up to 200% of Average	RMCTL3: 3 classes' worth of students		
2	Remote Teacher (RT) 2: 26–30 Students	Remote Blended-Learning Teacher (RBLT) 2: Student Load Up to 133% of Average	Remote Specialized Teacher (RST) 2: Student Load Up to 150% of Average	Remote Multi-Classroom Teacher-Leader (RMCTL) 2: 2 classes' worth of students	Team Teacher 2: Plays advanced roles (e.g., data assessment and planning) to support additional leader reach	Master Tutor: Supports additional teacher reach by a) taking on data assessment/planning or b) teaching specialized or advanced content
1	Classroom Teacher 1, Team Teacher 1, or Professional Tutor. At Level 1, may be Remotely Located (RL) or In-Person in schools. (These are non-reach extended roles. Reach-extended roles begin at Level 2.)				Team Teacher 1: Plays assigned instructional role; collaborates with team	Tutor: Delivers assigned small-group and individual instruction
Role	Remote Large-Class Teacher	Remote Blended-Learning Teacher	Remote Specialized Teacher (Elementary)	Remote Teacher-Leader	Remote Team Teacher	Remote Professional Tutor
Model	Class-Size Change	Time-Technology Swap	Specialization	Multi-Class Leadership		All Models

*Remotely located teachers are fully accountable for learning, use technology to teach and connect with students, and may lead others. Examples of technology include webcams, online whiteboards, email and phone. An in-person monitor is required. See page 8 for explanatory notes about these paths.



Teacher Career Paths: **Boundless***—Reaching Unlimited Numbers of Students

Video-Teacher	Digital Designer	Design Specialist
These “super-instructors” are accurate, engaging explainers of content	Digital designers understand content and motivation, but may prefer not to teach students directly	Design specialists are able to design tools and materials linking standards, curricula, assessments, and diagnostic tools to help teachers understand and respond to individual students’ learning needs
Role: Records video units of instruction for repeated use by students learning digitally—at school or home	Role: Contributes to design of instructional software, using knowledge of subject matter content and student motivation	Role: Designs curricula, assessments, and/or student diagnostic tools for school use, using the same learning content standards

*Teachers contribute intellectual and performance abilities to produce digitized instruction or instructional tools that other teachers or students may use, for free or by purchasing. They do not interact directly with students and are not accountable for outcomes of individual students using their tools.

Complete Leadership Career Path

Level	Position
13	Superintendent
12	Assistant Superintendent
11	MSL4
10	MSL3
9	Multi-School Leader—2 Schools (MSL2)
8	Principal
7	Assistant Principal
6	MCTL6 or RMCTL6
5	MCTL5 or RMCTL5
4	MCTL4 or RMCTL4
3	MCTL3 or RMCTL3
2	Multi-Classroom Teacher-Leader 2: 2 classes’ worth of students (MCTL2 or Remote MCTL2)
1	Classroom Teacher 1: Non-reach extended



A Teacher’s Impact =
Student Outcomes x
Number of Students Reached



Paraprofessional Roles: Support Excellent Teachers Reaching More Students

Tutor*	Learning Coach	Digital Lab Monitor	Assistant Teacher
Supports teacher reach with targeted instruction prescribed by teachers	Supports reach of Specialized Teacher and Remote Large-Class Teacher by taking care of whole child	Supports reach of Blended-Learning Teacher by supervising students in the digital learning lab	Supports teacher reach by reducing teachers’ noninstructional administrative workload
Role: Delivers assigned small-group and individual instruction	Role: Collaborates with teachers to take care of “whole child”—social, emotional, behavioral, and time/task management	Role: Supervises students while they are engaged in digital instruction	Role: Completes noninstructional administrative duties as assigned by teacher. Supervises students as assigned

*Paraprofessional tutors do not have certification or experience as traditional classroom teachers, but do have the necessary subject matter knowledge. Tutors may work in person at a school or remotely. All other paraprofessional positions work in schools. Tutor role may be combined with other roles.

Teacher Career Paths: Summary Descriptions*

In-Person Teachers (In Schools)	Classroom Teacher: Extends reach by increasing class sizes, within limits and by choice. Career progress by teaching larger classes with excellent outcomes.	Extended Reach
	Blended-Learning Teacher: Extends reach by swapping enough teaching time with digital instruction to teach more students. Career progress by teaching more students with excellent outcomes.	
	Specialized Teacher: Extends reach by teaching best subject(s) to more classes, while reducing other duties. Career progress by teaching additional classes with excellent outcomes.	
	Teacher-Leader: Extends reach by leading multiple classrooms and a teaching team. Responsible for team and all students. Career progress by leading more classes with excellent outcomes.	
	Team Teacher: Teaches in subject/roles assigned by teacher-leader and collaborates with team. Roles may include tutoring, grading, project supervising, lecturing, analyzing student data, planning instruction, assisting with technology, and others. Career progress by demonstrating excellence in multiple instructional roles and/or peer leadership.	Support
	Professional Tutor: Delivers assigned small-group and individual instruction; professional tutor is certified or experienced teacher now delivering this focused instruction. Career progress by adding data assessment and planning, or by teaching advanced or specialized content, to allow teachers and teacher-leaders to extend their reach.	
Remotely Located Teachers	Remote Classroom Teacher: Extends reach by increasing sizes of classes taught remotely, within limits and by choice. Career progress by teaching larger classes with excellent outcomes.	Extended Reach
	Remote Blended-Learning Teacher: Extends reach by swapping enough teaching time with digital instruction to teach more students remotely. Career progress by teaching more students with excellent outcomes.	
	Remote Specialized Teacher: Extends reach by teaching best subject(s) to more classes or students remotely. Career progress by teaching additional classes or students with excellent outcomes.	
	Remote Teacher-Leader: Extends reach by leading multiple remotely located classrooms and a teaching team. Responsible for team and all students. Career progress by leading more classes with excellent outcomes.	
	Remote Team Teacher: Teaches in subject/roles assigned by teacher-leader and collaborates with team remotely. Roles may include tutoring, grading, project supervising, lecturing, analyzing student data, planning instruction, assisting with technology, and others. Career progress by demonstrating excellence in multiple instructional roles and/or peer leadership.	Support
	Remote Professional Tutor: Delivers assigned small-group and individual instruction remotely; professional tutor is certified or experienced teacher now delivering this focused instruction. Career progress by adding data assessment and planning, or by teaching advanced or specialized content, to allow teachers and teacher-leaders to extend their reach.	
Boundless Roles	Video-Teacher: Records video units of instruction for repeated use by students learning digitally—in school, at home, or in community-based organizations. Career progress by reaching more students with excellence.	Extended Reach
	Digital Designer: Contributes to design of instructional software, using knowledge of subject matter content and student motivation. Career progress by reaching more students with excellence.	
	Design Specialist: Designs curricula, assessments, and/or student diagnostic tools for use by schools. Career progress by reaching more students with excellence.	
Traditional Roles	Classroom Teacher: Plans and delivers instruction to assigned classroom(s). No extended reach. Career progression to master recognition. Additional pay dependent on special funding.	Traditional
	Mentor: Coaches and develops classroom teachers. May not be accountable for learning of mentees' students, and may not have formal authority. Additional pay dependent on special funding.	

*See page 8 for explanatory notes about these paths.

Teacher Career Path Notes:

1. In some cases, teachers serving more students may be supported by assistants and tutors.
2. Remotely located teachers need supporting in-person monitors.
3. Reach extension opportunities are available based on excellent results, role fit, and the existence of an advanced position funded with regular funding stream.
4. Some people may move among paths or skip steps in the same path, depending on demonstrated capability and available roles/jobs.
5. Additional teacher roles that are not part of extending the reach of excellent teachers to more students for more pay within budget: Mentor—coaches and develops other teachers, but is not accountable for learning of those teachers' students; Master Teacher—provides consistently excellent instruction.
6. Remotely located teachers may enter these tracks as in-person teachers who prove their excellence teaching face to face, or as remotely located teachers with traditional student loads.
7. **Reach = Student Load**, the total number of students for whom a teacher is responsible. Student load is different from class size and instructional group size. Most reach models *maintain or decrease* class or group size.
8. Elementary specialists' reach is higher than blended-learning teachers' reach, because specialists teach in teams with teachers of other subjects (who have students the rest of the day). Elementary specialization and blended learning may be combined to increase teachers' reach and free time for team planning, collaboration, and development.

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